



National Congress Bulletin

FEBRUARY 1953 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 20, NO. 6

Dear P.T.A. Presidents:

FEBRUARY 17 is a happy occasion for us. It is the birthday of our great organization. You and your program chairmen, no doubt, are busy making final arrangements for your Founders Day meetings. Probably you have been musing, as I have, on the beginnings and growth of the National Congress. (Incidentally, on page 3 of this *Bulletin* you'll find a Founders Day quiz on our history. Test your members—how do they rate? They'll enjoy it, I'm sure.)

● In my imagination I have been reconstructing that first meeting in Washington, D. C., fifty-six years ago. Several significant events come immediately to mind. First of all, the meeting convened as a congress of *mothers*; the invitations to meet went out to local mothers' clubs and women's organizations. There were a few fathers who had courage enough to attend, but only one man came as a *delegate*. He was a young man, a recent graduate of a state university, and he came as the representative of a mothers' group in San Francisco.

● What a contrast to our recent conventions! In Indianapolis last May, 139 of the 1,382 persons who registered for the convention were men. Today two of our thirteen national officers are men and six of the chairmanships of our thirty national standing committees are held by men. There are also four men serving as state presidents. Men constitute almost a fifth of the state boards of managers; and of our total membership of 7,219,165, more than 2,000,000 are men. Men are serving devotedly and enthusiastically as officers and committee chairmen in local units. One of our field consultants reports that a father with whom she recently talked regarded holding office in the P.T.A. as a civic duty. He serves as president of a high school P.T.A., although his children are still in elementary school.

● These facts will serve to illustrate how greatly the concept of parenthood has changed in America since the founding

of the National Congress; how far we have come in realizing that parenthood is a responsibility shared by both parents, not divided between them. In 1907 Theodore Roosevelt, writing to the president of the New York State branch about plans for the state convention, said,

"For one of your topics how would it be to speak of the place of the father in the home? Now and then people forget that exactly as the mother must help the breadwinner by being a good housewife, so the father in his turn, if he is worth his salt, must in every way back up the mother in helping bring up the children."

This was a very progressive stand at a time when fathers were regarded as doing their whole duty if they provided food, shelter, and clothing for their families and occasionally spanked the

children when they got out of hand. Today fathers are seeing themselves as more than mere "backers" of mothers in bringing up children. More and more fathers today are working as members of a father-mother team, sharing equally with their wives the joys and responsibilities of guiding their children to happy, useful maturity. The change in their attitudes is due in great measure to social and psychological studies sponsored by the National Congress and like-minded organizations and to the activities of P.T.A.'s.

● Yet despite our progress, we still do not have enough fathers in our P.T.A.'s. Every child deserves to have *both* his parents actively participating in the parent-teacher organization. Our Action Program affirms that we will

"Intensify all efforts to bring more men into P.T.A. membership, enabling them to plan and take part in all programs and activities,



A discussion group in progress at the recent International Conference sponsored by the National Congress and the Canadian Home and School and Parent-Teacher Federation. Eight of the twenty-two countries participating are represented here. Seated from left to right are Duanduen Bisalputra, Thailand; Jane N. McGloin, Scotland; Ralph H. Ojemann, United States, leader; Mrs. Ernest Evans, Canada, recorder; Soliman Marzouk, Egypt; Mrs. James Golden, United States; Ada D. Stephens, Australia; Mrs. Russell C. Bickel, United States; Mrs. Ana Moya de Perera, Cuba; Mrs. B. C. Silver, Canada; Mrs. Harry E. King, United States; and Carolina Aurelia Ibarra Rueda, Mexico.

The theme of the conference was "The Child in Home, School, and Community." Other countries sending representatives were Brazil, British Guiana, England, Finland, Germany, Ireland, Israel, Italy, the Netherlands, Nigeria, Norway, Pakistan, the Philippines, and Turkey. A first-hand report of the conference by Malcolm S. Knowles appears in the February *National Parent-Teacher*.

especially community service projects."

What is your P.T.A. doing in this important endeavor? Let us exchange and share ideas on how to encourage more men to join the P.T.A. and participate in its work. Founders Day is an excellent occasion on which to initiate energetic effort in this field. Programs can be arranged that will acquaint fathers with the purposes of the P.T.A., evoke their interest, and enlist their cooperation.

● Two other things about the founding of the National Congress seem to me to have special significance for us at this time. The first is that the participants in the organization meeting were called together as a *congress*. And for this reason: our Founders thought of a congress as an instrument for *action*—for doing things, not merely talking about them. Action has remained a key word of our organization. Our current administration program is entitled a "Program of Action for Better Homes, Better Schools, and Better Communities."

The second thing on which my mind dwells in thinking of our beginnings is the idea from which our organization sprang. Writing of the origin of the National Congress, Mrs. Birney said,

"Filled as my mind was with the great mystery of birth, the solemn responsibility of parenthood, and the utter helplessness of the little being by my side, I built in imagination a new world, such as it seemed to me might be a reality if each newborn soul might enter into life in a happy, uplifting environment."

● There is our vision and our purpose—to build a new world that will provide a happy, uplifting environment for every child. The P.T.A. is our means to achieve that goal; it is an instrument for purposeful action. We know now that the child's environment is not only his home and school, but also his church and community, and the world. We know that his welfare is affected by national and foreign events. We know we must act in his interests in every area of parent-teacher effort from the local to the international.

● Let us then dedicate ourselves on this coming Founders Day to carrying out our Action Program for Better Homes, Better Schools, and Better Communities in order that our children may have the "happy, uplifting environment" that should be their birthright.

Loyally yours,

Lucille P. Leonard

MRS. NEWTON P. LEONARD, President
National Congress of Parents and Teachers



Director of Field Service: Marguerite M. Scheid

Field consultants: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

Cooperative Counseling

● When the time comes for high school students to choose their future occupations, parents and the young people should face the perplexing choice together. So a Northwest community believes. There the P.T.A., the school superintendent, an English teacher, and the guidance and testing department of the state university sponsor a vocational guidance project to help parents and children reach the wise decisions together.

Students in their junior year and their parents are invited to a luncheon in the school lunchroom. The purposes of the school guidance program and of this particular luncheon meeting are explained. Then the parents and their sons and daughters take a vocational interest test.

But the parent does not express his own vocational interests. Instead he puts himself in the place of his son or daughter and answers the questions as he thinks the youngster would. The students take the test to get a clearer notion of their own interests and to furnish information for use in future counseling.

At a follow-up meeting parents and students get charts bearing a red score for the student, blue for his mother, and green for his father. These charts show vividly how great or how small is the amount of understanding between the youth and his parents on this subject of his vocational interests.

The project, which has been in operation for three years, has increased understanding between parents and children and brought them closer together in planning the young person's future education and work.

Action in the West

Unit reports at a fall district conference in a western state indicate that the P.T.A.'s are carrying out purposeful, vigorous programs. Activities designed to foster good parent-teacher and home-school relations, to recruit qualified students for the teaching profession, to improve recreational and school lunch programs, and to promote parent education abound.

Highlights from some typical reports follow.

Teachers' reception. Parent-teacher festival—dinner, volley ball game, square dance. Two scholarships to university. Community sick closet for anyone needing equipment during illness.

Gift to scholarship fund. Gift to unfortunate neighbor unit. Sponsored sodium fluoride treatments and health examinations of preschool youngsters. Sent delegates to conference on community health program.

Teachers' reception. Gift for summer swimming project. Members canned 900 quarts of fruit and vegetables for school lunch program.

Mothers cooked and served hot lunch to students from November to March for twenty cents a day.

Started skating rink for children on land donated by baseball association. P.T.A. responsible for watchman, warming house, snow removal, equipment, and lights.

Gave subscriptions to *National Parent-Teacher* to city, county, and school libraries.

Hobby night with fathers as hosts. Gift to scholarship fund. Programs on conservation, mental health, safety, legislation, Mexico. Teachers' reception.

In Brief

A district in Maine recently welcomed a non-Congress unit to membership in the National Congress with a subscription to the *National Parent-Teacher*. We can't think of a more useful gift to a new P.T.A.

The little red one-room schoolhouse stands abandoned and useless in many a rural community. One rural unit we know, however, has turned a one-room school into a recreational center for its young people, and once again the building is alive with laughter and song.

A southwestern unit reports a membership of 600 with an average of 400 attending every meeting! Fifty per cent are men.

Every P.T.A. in a southwestern city sends a delegate to school-board meetings.

The March issue of the *Bulletin* will contain information about the National Convention hotel reservations

1953 Founders Day Quiz

• Test your knowledge of the parent-teacher organization. If your score is between 60 and 70, you are an informed parent-teacher member. If you rate between 70 and 80, you are well informed. If you score in the 90-to-100 bracket, you're tops! And congratulations to you! If you fall below 60, a bit of review is in order.

I. People

• Identify the following persons:

(Scoring: Give 2 points for each identification. Possible total—14 points.)

1.



Clue: A Founder of the National Congress

Name: _____

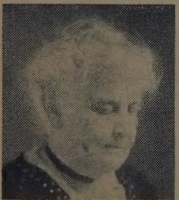
2.



Clue: A Founder of the National Congress

Name: _____

3.



Clue: The originator of Founders Day

Name: _____

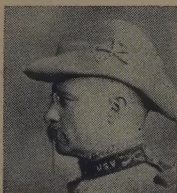
4.



Clue: The National chairman, Committee on Founders Day

Name: _____

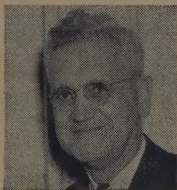
5.



Clue: Chairman of the Advisory Council of the National Congress from 1900 to 1919

Name: _____

6.



Clue: One of the aides to the national president

Name: _____

7.



Clue: Author of a message in the National Parent-Teacher each month

Name: _____

II. Places

• Identify and locate the following places:

(Scoring: Give 1 point for each blank that is filled in correctly. Possible total—16 points.)

1.

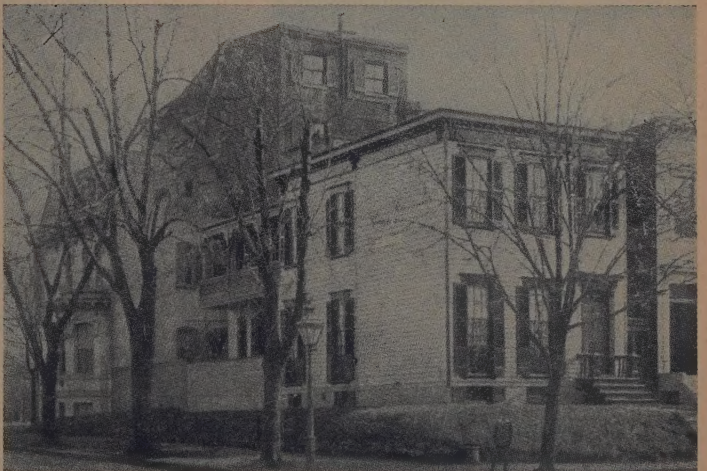


Clue: Each state congress contributed a stone slab to this plaza honoring a Founder.

Name of plaza: _____

City: _____ State: _____

2.



Clue: Through Mrs. Hearst's generosity this building served as the first headquarters of the National Congress.

City: _____

Score _____

(Continued on page 4)

3.



Clue: The National Congress convened here in 1952.

Name of building: _____

City: _____ State: _____

5.



Clue: The National Office is in this building.

Street and Number: _____

City: _____ State: _____

4.

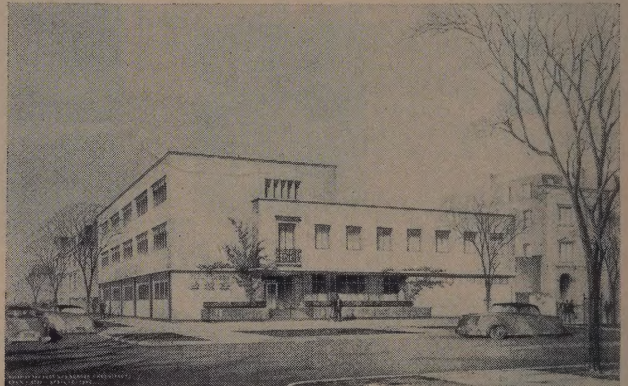


Clue: Our 1953 national convention will be held in this building.

Name of building: _____

City: _____ State: _____

6.



Clue: Construction of this building will soon be under way.

Name: _____

City: _____ State: _____

Score _____

III. Dates and Events

- Match each of the following important P.T.A. events with the date of its occurrence.

Instructions: The dates are numbered. Give the event the same number as the correct date.

(Scoring: Give 4 points for each correct answer. Possible total—20 points.)

Dates	Events
(1) 1897	() First International Congress on Child Welfare
(2) 1906	() First publication of the official magazine
(3) 1908	() Founding of the National Congress
(4) 1924	() Transfer of the National Office from Washington, D. C., to Chicago, Illinois
(5) 1939	() Name changed from National Congress of Mothers and Parent-Teacher Associations to National Congress of Parents and Teachers

Score _____

(Continued on page 5)

IV. General Information

A. Instructions: Underline the phrase that correctly completes the statement.

(Scoring: Give 6 points for each correct answer. Possible total—30 points.)

1. The emblem of the National Congress of Parents and Teachers is (a) an oak leaf; (b) a mother holding a child; (c) an oak tree.
2. The membership of the National Congress as of April 15, 1952, was (a) 7,500,165; (b) 7,219,165; (c) 6,950,245.
3. The 50-or-More Club is a club of (a) the fifty state presidents; (b) the P.T.A.'s that have sent in at least fifty subscriptions to the *National Parent-Teacher*; (c) persons who have been members for fifty or more years.
4. The new national headquarters building will be located in (a) New York City; (b) Washington, D. C.; (c) Chicago.
5. The governing body of the National Congress is (a) the Board of Managers; (b) the Executive Committee; (c) the annual convention.

Score _____

B. Fill in the blanks in the following statements.

(Scoring: Give 1 point for each blank)

that is filled in correctly. Possible total—20 points.)

1. The National Congress is an _____ organization that seeks to _____ the forces of _____, _____, and _____ in behalf of _____ and _____.
2. The name of the official magazine of the National Congress of Parents and Teachers is the _____.
3. The term of office of the national president is _____.
4. Founders Day gifts received by each state congress shall be divided equally between the _____ and the National Congress and shall be used for the following purposes: _____ service, _____ of local units, _____ of leaders, contacts with educational groups, and dissemination of _____ that will further the aims and purposes of the National _____.
5. The policies of the National Congress are educational, _____, nonsectarian, and _____.

Score _____

The answers will be found on page 8

TOTAL SCORE

- I. People _____
- II. Places _____
- III. Dates and Events _____

IV. General Information

- A. _____
- B. _____

Total _____

MAGAZINE MEMOS

● **Junior partners in citizenship.** Teenagers show a lot of vim and vigor in managing their own affairs when encouraged by sympathetic adults. And they have much to offer these adults in original ideas, as junior legislatures and joint conferences have proved. "Young Candidates for Citizenship" is the story of youthful experiments in democracy. Whether they're play-acting, running the student government, or working with adults on mutual problems, these youngsters are learning the essentials of democratic government. Read about them in the February *National Parent-Teacher*.

● **Out of bounds.** Not every child is as law-abiding as the one in the cartoon who walked round and round the block and told the inquiring policeman he was running away from home but wasn't allowed to cross the street. Ruth W. Washburn believes that the degree of freedom to roam must depend on the child's experience and his developing sense of responsibility. This freedom, like his need for space and a minimum of possessions, is part of his emotional climate—"environment" just like wind and weather. Read "How Environment Helps or Hinders" in the February *National Parent-Teacher*.

● **A seat at the International Conference.** That's what Malcolm S. Knowles gives you in his eye-witness account of the recent International Conference on the Child in Home, School, and Community in East Lansing, Michigan. You'll hear some of the comments made by visitors from Germany, the Netherlands, Turkey, Egypt, and Mexico and sit in on the joint planning of the Canadian Federation and the National Congress that made it all possible. Malcolm Knowles is familiar to many of us as a speaker at the 1952 national convention and as the administrative coordinator of the Adult Education Association. He's adept at catching the flavor of the various meetings and summing up their findings briskly. Watch for his conference report in the coming *National Parent-Teacher*.

● **Keeping tabs on TV.** If you read Paul Witty's account of a television survey of Midwestern children and their teachers in the December issue, you'll be doubly fascinated by a similar poll of Connecticut families in the February magazine. It was undertaken by the state audio-visual chairman, Richard W. Morton, who supervised the mailing of questionnaires to six hundred P.T.A. units. He doesn't pretend to complete scientific accuracy, but the results are interesting to compare just the same. It's in "P.T.A. Projects and Activities" in the February issue.

● **Made to measure.** How accurately does your child's report card reflect his progress in school? The point system may have seemed precise, but as Mary Harbage says in the February *National Parent-Teacher*, who knew just what a 72.4 was? Miss Harbage is supervisor of elementary education in the Akron public schools and speaks from first-hand familiarity with report cards. There is greater variety among them than you would imagine, but conferences can add meaning to any report card. You'll find help in "Judging Their Progress in School" in the forthcoming issue of the P.T.A. magazine.

NATIONAL CONGRESS BULLETIN

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The Action Program

for

● Better Homes

● Better Schools

● Better Communities

● Was outlined in detail in the November 1952 issue of the *National Congress Bulletin*. For information concerning reprints of the program, please write to your state congress office. You will find the address of your state office on your membership card.



WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING...



International Relations

Vigorous, imaginative, constructive action characterized the 1951-52 program of the international relations committee of the Arlington (Virginia) Council of Parent-Teacher Associations. The committee's general aim was to develop locally projects that would further the program of UNESCO, a United Nations specialized agency that has the support of the National Congress.

A UNESCO information officer described to the committee the need to send American books and magazines to the Philippines to combat communist propaganda among the youth there. The committee undertook to sponsor the collection of reading materials as a social project for tenth-grade students in the Arlington public schools.

The committee felt that this project offered a positive opportunity for American young people to do something constructive for the democratic way of life in an area where it is under attack. It would give our own youth the valuable experience of sharing something with the youth of another land. In addition, it had the possibility of developing in American students a sense of discrimination toward current literature. In the course of the project a school librarian reported that one youth had told her that selecting books for the Filipinos had caused him to revise his own reading standards.

The committee also sponsored a CARE-UNESCO Children's Book Fund drive for fifth graders. Both projects were cleared through the proper school authorities and had splendid cooperation from teachers. The committee believes both are excellent "teaching aids in the development of intelligent social responsibility at the international level."

The committee, among other activities, gave publicity to the Austrian Teachers' and Students' Goodwill Tour. The committee chairman helped plan publicity for an International Theatre Month celebration and attended the Third National Conference on UNESCO in New York City.

To their successors the committee members made the following recommendations and suggestions:

1. Continue both book projects.
2. Encourage P.T.A.'s themselves to participate in the projects.
3. Hold regular committee meetings to study UNESCO work and keep abreast of the possibilities of international sharing through the P.T.A.
4. Study the possibility of developing a radio or TV program on which students discuss issues of international scope.
5. Foster participation in the N.E.A. hospitality program for foreign visitors.
6. Develop instructional material on the code for the display of the American flag and the U.N. flag.

* * *

Teachers set the note for hospitality this fall at the Joseph Warren P.T.A. in Chicago, acting as hostesses and providing and serving refreshments. Parent members found that their interest in the schools was welcomed and looked forward to close cooperation with the staff.

What Price Grades?

The mother and son who exchange good grades for cash may be mythical, but overemphasis on grades does prevail in many communities, as a recent P.T.A. skit points out. Two possible ways to react to report cards were shown in a performance by members of the Ray School P.T.A. in Chicago last November.

Mrs. Leo Nedelsky, program chairman, wrote the skit, which is in two parts. The first part discloses a mother rewarding her eldest child for his excellent marks, goading the youngest on to greater achievement, and reproving the middle child for her slowness in school.

In the second part the children's progress is treated unself-consciously, and a competitive attitude within the family is discouraged. The mother accepts the differences in development of her three children and assures them of her support without cash incentives.



• The delight of these little Japanese children in American books will gratify P.T.A. members, for their contributions to the CARE-UNESCO Children's Book Fund brought these books to the library of the Shiinamachi Elementary School in Tokyo. P.T.A. gifts to this good-will program amount to more than \$10,000 to date and are bringing similar happiness to school children in other Asian countries and in Europe.

All parts were taken by fathers and mothers in the P.T.A. For humorous effect large manila folders were used for report cards. Mrs. Robert Havighurst played the mother in both scenes. The author suggests that skits like this may be used by other units currently concerned with report cards and their interpretation.

Tips on Teamwork



To guide parents in developing good parent-teacher relations the California Congress of Parents and Teachers has published a helpful leaflet, *Teamwork Does It*. Teachers and school administrators, the pamphlet points out, have given thoughtful consideration to ways of strengthening home-school relationships. Parents, as well as teachers, want to do their part to establish this partnership.

The pamphlet will help them. A successful partnership depends on good relations between the partners. A clear concept of the goals of their common enterprise, trust, mutual consideration, understanding of individual and shared responsibilities—all these are essentials. *Teamwork Does It* clarifies the parent's role in the partnership. It describes the purposes of parent-teacher conferences and gives practical advice on such matters as the etiquette of visiting the classroom and attitudes that will result in profitable conferences. The pamphlet is an excellent addition to state parent-teacher publications.

Seen Through Students' Eyes

When college students act out the parts of parents, teachers, and pupils, the results are bound to be interesting. That's what happened at a recent parent-teacher conference held at Boston University. It was part of a session in group dynamics started by Dugald S. Arbuckle, director of student personnel and assistant professor of guidance. The objects were to portray proper leadership and suggest solutions to children's problems. Afterward the conference discussed the demonstration.

Co-sponsor of the three-day conference was the Massachusetts Congress of Parents and Teachers. Mrs. Frank C. Chace, state president, and Mrs. Marguerite M. Scheid, director of National Congress field service, were among the key speakers. In his welcome, Dean J.



- Children's books were the subject of an animated broadcast over Station KAKE in Wichita recently. Seated around the table are a member of the board of education, an elementary school principal, and reading and library service chairmen from several local units. Mrs. Clyde Pate, council chairman who arranged the program, is second from the left.

Wendell Yeo of the School of Education expressed hope for wonderful results in child development when home and school work together. More than two hundred delegates and educators attended.

Rotating Workshops

The Virginia Congress turned the tables on its convention delegates this October. Instead of simultaneous workshops, teams of speakers rotated among each of three groups, discussing state organization, legislative issues, and parent education. This reversal saved time for the audience and permitted them to take part in several discussions not otherwise possible. The speakers had the advantage of addressing a homogeneous group (divided into three sections according to the membership it represented) and received a much wider hearing.

Virginia credits Kansas with the origin of this idea and passes it on for the use of other congresses. "Discussion was lively, attendance up to the capacity of the meeting rooms, and everyone seemed to be having a good time," said Mrs. F. W. Smith, program chairman for the convention, who adapted the idea.

1953 National Convention

Place: Oklahoma City, Oklahoma

Time: May 18, 19, 20.

Parent-teacher groups should be making plans now to send delegates. The local unit, council, district, or state congress may pay part or all of a delegate's expenses from its treasury. Or it may hold a special fund-raising event to defray the costs of sending a representative. Share the inspiring experience of a national convention by sending a delegate to bring a first-hand account to your unit.

Birthday Song for Founders Day, 1953

Tune: *Glow Worm*

Words by Louise Levinson

This is a day we all hail proudly.
Sing out your greetings clear and loudly,
Tell everyone throughout the nation
What we have done for education.
Hail to our Founders' thoughtful foresight!
Hail to our leaders, keen and forthright!
Hail to our 56th Birthday!
All hail to P.T.A.!

(Written for the Founders Day breakfast of the University Council, Los Angeles Tenth District, California Congress of Parents and Teachers.)

Brotherhood In The P.T.A.

From February 15 to February 22 Brotherhood Week will be observed throughout the nation. The theme of the observance, which is sponsored by the National Conference of Christians and Jews, is "Brotherhood for Peace and Freedom. Believe It, Live It, Support It."

Since its founding fifty-six years ago, the National Congress of Parents and Teachers has believed in the brotherhood of man, supported it, and practiced it. The Congress is nonsectarian, teaching and practicing respect for all religions and honoring the right of everyone to his religious beliefs. In the P.T.A., men and women from every social and economic level and of different races, religious faiths, and political convictions come together, united in their concern for children and youth. And their concern is for all children, regardless of their color, creed, or class.

"The American Trail"

THE AMERICAN TRAIL, a series of transcribed programs designed to stimulate pride in our American heritage, professionally produced and sponsored by the Ladies Auxiliary of the Veterans of Foreign Wars of the United States, is scheduled to begin broadcasts in February on commercial and educational radio stations in three hundred cities throughout the United States, Alaska, Hawaii, and the Canal Zone.

Endorsed by leading educators, the series was prepared under an active advisory committee that included James F. Macandrew, director of broadcasting for the New York City Board of Education; Mrs. Gertrude G. Broderick, radio-TV specialist of the U.S. Office of Education; and Robert K. Richards, assistant to the president of the National Association of Radio and Television Broadcasters.

The programs are planned for in-school listening and geared to the fourth through the eighth grades; but because they employ an unusual approach with emphasis on the developing phases of our American way of life they will appeal to many other people.

Local associations should express their interest in the series to their radio stations and inform educators in their communities about it. A positive approach to better radio and television is to encourage the widest possible audience for good programs and to commend the station officials when such programs are made available.

Following are the titles in the series, with a brief description of each chapter:

- Chapter I—"Dispatch to New York"—The Constitution of the United States becomes law
- Chapter II—"The Northwest Ordinance"—Early settlers win the right to establish new states
- Chapter III—"The Louisiana Purchase"—A president's decision makes the nation secure
- Chapter IV—"Lewis and Clark Expedition"—Through Indian country to the Oregon coast
- Chapter V—"Samuel Slater's Machine"—Modern American manufacturing begins
- Chapter VI—"The Golden Ocean"—Invention of the reaper conquers vast grain harvest
- Chapter VIII—"The Magic Wire"—A student's dream is the start of our system of communications
- Chapter VIII—"On to Monterey"—Soldier and frontiersman add new territory to the nation
- Chapter IX—"The California Gold Rush"—Discovery of gold takes settlers and statehood west
- Chapter X—"The Rich Desert"—The earth's resources revealed to a Texas farmer

ANSWERS TO THE FOUNDERS DAY QUIZ

I. People

1. Alice McLellan Birney
2. Phoebe Apperson Hearst
3. Mary Grinnell Mears
4. Mrs. John E. Hayes
5. Theodore Roosevelt
6. Knox Walker
7. Mrs. Newton P. Leonard

II. Places

1. Birney Memorial, Marietta, Georgia
2. Washington, D. C.
3. Murat Temple, Indianapolis, Indiana
4. Municipal Auditorium, Oklahoma City, Oklahoma
5. 600 South Michigan Boulevard, Chicago, Illinois
6. National headquarters, Chicago, Illinois

III. Events and Dates

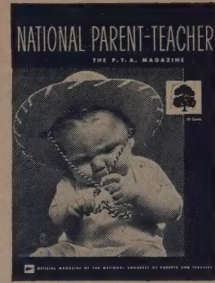
- (3) (2) (1) (5) (4)

IV. General Information

- A. 1. an oak tree
2. 7,219,165
3. P.T.A.'s that have sent in at least fifty subscriptions to *National Parent-Teacher*
4. Chicago
5. the annual convention
- B. 1. educational (*democratic, volunteer, and voluntary* should also receive full credit); unite; home, school, community; children, youth
2. *National Parent-Teacher*
3. three years
4. state; field; organization; training; knowledge (*information* is an acceptable answer); Congress
5. noncommercial; nonpartisan

- Chapter XI—"The New South"—The expansion of one area a victory for all
 Chapter XII—"The Blue Yonder"—The first successful airplane blazes trail in the skies
 Chapter XIII—"The Brave Flag"—The United States looks to the future

MRS. EDITH MCBRIDE CAMERON
*National Chairman,
 Committee on Radio and Television*



**Fifty-or-More
and the
Hundred-or-More
Clubs**

● A welcome addition to last month's list of members in the Fifty-or-More Club are the 38 associations whose subscription totals arrived too late to be included in our January issue. Heavy holiday mail probably accounts for the delay in receipt of these names. Each association, as you probably know, that sends in at least fifty subscriptions to the *National Parent-Teacher* qualifies for membership in the club.

Special honors go to Winfield P.T.A., which has joined the ranks of the Hundred-or-More Club.

HUNDRED-OR-MORE

Winfield Winfield, Ala. 101

FIFTY-OR-MORE

Middletown	Middletown, Iowa	91
Austin	Springhill, Ala.	83
81st Street	Milwaukee, Wis.	75
Park	LaPorte, Ind.	73
Roesland	Kansas City, Kans.	66
Harrisburg	Harrisburg, Ark.	63
Sherman	Streator, Ill.	63
Irving	Waterloo, Iowa	63
Leander Stone	Chicago, Ill.	61
Fondale	Jamestown, Pa.	61
Cleveland Court	Lakeland, Fla.	60
Winship	Detroit, Mich.	59
Mark Twain	Sioux Falls, S. D.	58
Midwood	Charlotte, N. C.	56
Capitol Hill	Portland, Ore.	56
Demopolis	Demopolis, Ala.	55
Franklin	West Allis, Wis.	55
Fairview	Birmingham, Ala.	54
Alexander III	Macon, Ga.	54
John Mills	Elmwood Park, Ill.	54
Springville-Lincoln	Springvale, Utah	53
Congress Heights	Washington, D. C.	53
Fairview	Cincinnati, Ohio	52
Fulton	Pittsburgh, Pa.	52
McCormick Jr. High	Cheyenne, Wyo.	52
Redding Elem.	Redding, Calif.	51
Walnut Square	Haverhill, Mass.	51
Wellston Central Jr. High	Wellston, Mo.	51
East Hanover	East Hanover, N. J.	51
Oglesby	Fort Wayne, Ind.	50
Delaware	Evansville, Ind.	50
James Smart	Fort Wayne, Ind.	50
Willard	Wichita, Kans.	50
Lincoln	Scottsbluff, Nebr.	50
School #4	West New York, N. J.	50
Canajoharie-Central	Canajoharie, N. Y.	50
Colonel Payne	North Tonawanda, N. Y.	50
Eleanor Marshall	New Bern, N. C.	50

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